

Edinumen*Hola Mundo Florida* © 2020

correlated to the

Florida World Language Standards 2015, Elementary Spanish (Course: (#5007020))

WL.K12.IL.7.1	Access information in the target language to reinforce previously acquired content area knowledge.	SE: Level 5, Unit 6, Page 49 (Act. 12); Level 5, Unit 9, Page 71 (Act. 8); Level 6, Unit 7, Page 55 (Act. 8); TE: Level 5, Unit 4, Page 29 (Extension); Level 5, Unit 4, Page 32 (Act. 11, Bullet 2); Level 6, Unit 7, Page 55 (Extension)
WL.K12.IL.7.2	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to ob...	SE: Level 5, Unit 8, Page 64 (Act. 9); TE: Level 6, Unit 3, Page 21 (Extension); Level 6, Unit 4, Page 29 (Extension Bullet 2); Level 6, Unit 6, Page 45 (Extension); Level 6, Unit 6, Page 49 (Extension)
WL.K12.IL.9.1	Use the target language to participate in different activities for personal enjoyment and enrichment.	SE: Level 5, Unit 6, Page 49 (Act. 12); TE: Level 6, Unit 4, Page 29 (Extension Bullet 3); Level 6, Unit 4, Page 33 (Extension); Level 6, Unit 6, Page 49 (Extension); Level 6, Unit 7, Page 55 (Extension)
WL.K12.IM.9.1	Use expanded vocabulary and structures in the target language to access different media and community resources.	TE: Level 5, Unit 4, Page 32 (Act. 11, Bullet 2); Level 6, Unit 4, Page 33 (Extension); Level 6, Unit 6, Page 45 (Extension)
WL.K12.NH.1.1	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.	SE: Level 5, Unit 2, Page 16 (Act. 10); Level 5, Unit 5, Page 37 (Act. 4); Level 5, Unit 6, Page 49 (Act. 13)
WL.K12.NH.1.2	Demonstrate understanding of short conversations in familiar contexts.	SE: Level 2, Unit 4, Page 46 (Act. 9); Level 3, Unit 3, Page 31 (Act. 5); Level 6, Unit 3, Page 23 (Act. 8); Level 6, Unit 3, Page 23 (Act. 9); TE: Level 3, Unit 1, Page 14 (Presentation); Level 6, Unit 1, Page 8 (Act. 10, Bullets 5, 6)
WL.K12.NH.1.3	Demonstrate understanding of short, simple messages and announcements on familiar topics.	SE: Level 3, Unit 3, Page 28 (Act. 2); Level 4, Unit 3, Page 36 (Act. 11); Level 5, Unit 1, Page 7 (Act. 9); Level 5, Unit 5, Page 39 (Act. 9); Level 6, Unit 4, Page 31 (Act. 9); Level 6, Unit 5, Page 37 (Act. 3)
WL.K12.NH.1.4	Demonstrate understanding of key points on familiar topics presented through a variety of media.	SE: Level 2, Unit 5, Page 61 (Act. 11); Level 6, Unit 7, Page 53 (Act. 3); Level 6, Unit 7, Page 55 (Act. 9); TE: Level 5, Unit 3, Page 22 (Act. 7, Bullet 7)
WL.K12.NH.1.5	Demonstrate understanding of simple stories or narratives.	SE: Level 4, Unit 4, Page 45 (Act. 7); Level 4, Unit 4, Page 46 (Act. 8); Level 5, Unit 8, Page 63 (Act. 8); Level 6, Unit 7, Page 53 (Act. 3); Level 6, Unit 9, Page 71 (Act. 8); TE: Level 4, Unit 3, Page 38 (Presentation, Bullet 5)

WL.K12.NH.1.6	Follow directions or instructions to complete a task when expressed in short conversations.	SE: Level 2, Unit 5, Page 60 (Act. 10); TE: Level 5, Unit 7, Page 54 (Act. 7); Level 5, Unit 3, Page 34 (Act. 11)
WL.K12.NH.2.1	Determine main idea from simple texts that contain familiar vocabulary used in context.	SE Level 5, Unit 6, Page 47 (Act. 9); Level 6, Unit 1, Page 7 (Act. 8); Level 6, Unit 6, Page 47 (Act. 8); TE Level 2, Unit 6, Page 70 (Act. 8)
WL.K12.NH.2.2	Identify the elements of story such as setting, theme and characters.	TE Level 3, Unit 3, Page 38 (Presentation Bullet 3); Level 3, Unit 4, Page 50 (Presentation Bullet 2); Level 4, Unit 3, Page 38 (Presentation Bullet 2); Level 5, Unit 1, Page 10 (Presentation Bullet 2)
WL.K12.NH.3.1	Engage in short social interactions using phrases and simple sentences.	SE Level 5, Unit 3, Page 24 (Act. 11); Level 5, Unit 4, Page 29 (Act. 4); Level 6, Unit 1, Page 8 (Act. 11); Level 6, Unit 4, Page 30 (Act. 7); Level 6, Unit 4, Page 30 (Act. 7)
WL.K12.NH.3.2	Exchange information about familiar tasks, topics and activities, including personal information.	SE Level 2, Unit 6, Page 71 (Act. 9); Level 3, Unit 1, Page 5 (Act. 3); Level 4, Unit 1, Page 8 (Act. 6); Level 5, Unit 2, Page 14 (Act. 7); Level 5, Unit 7, Page 53 (Act. 4); SE Level 5, Unit 8, Page 61 (Act. 4)
WL.K12.NH.3.3	Exchange information using simple language about personal preferences, needs, and feelings.	SE Level 2, Unit 4, Page 49 (Act. 12); Level 4, Unit 2, Page 24 (Act. 10); Level 4, Unit 5, Page 56 (Act. 6); Level 4, Unit 5, Page 60 (Act. 10); Level 5, Unit 5, Page 38 (Act. 7); Level 6, Unit 1, Page 6 (Act. 7)
WL.K12.NH.3.4	Ask and answer a variety of questions about personal information.	SE Level 3, Unit 6, Page 67 (Act. 5); Level 5, Unit 1, Page 8 (Act. 11); Level 5, Unit 1, Page 9 (Act. 13); Level 6, Unit 6, Page 46 (Act. 7); Level 6, Unit 6, Page 49 (Act. 12)
WL.K12.NH.3.5	Exchange information about meeting someone including where to go, how to get there, and what to do and why.	SE Level 5, Unit 5, Page 40 (Act. 11); Level 6, Unit 1, Page 8 (Act. 11); Level 6, Unit 1, Page 9 (Act. 12); TE Level 5, Unit 5, Page 40 (Act. 10, Bullet 5); Level 5, Unit 5, Page 41 (Act. Reinforcement)
WL.K12.NH.3.6	Use basic language skills supported by body language and gestures to express agreement and disagreement.	SE Level 6, Unit 1, Page 6 (Act. 7); Level 6, Unit 5, Page 40 (Act. 10); TE Level 4, Unit 4, Page 46 (Act. 8); Level 6, Unit 1, Page 6 (Act. 7, Bullet 4)
WL.K12.NH.3.7	Ask for and give simple directions to go somewhere or to complete a task.	SE Level 4, Unit 6, Page 68 (Act. 6); Level 5, Unit 4, Page 30 (Act. 6); Level 6, Unit 4, Page 33 (Act. 12)
WL.K12.NH.3.8	Describe a problem or a situation with sufficient details in order to be understood.	SE Level 2, Unit 5, Page 60 (Act. 10); Level 5, Unit 7, Page 55 (Act. 8); Level 6, Unit 8, Page 65 (Act. 13); TE Level 5, Unit 7, Page 55 (Act. Your Turn)
WL.K12.NH.4.1	Provide basic information on familiar topics using phrases and simple sentences.	SE Level 4, Unit 3, Page 29 (Act. 3); Level 4, Unit 4, Page 48 (Act. 10); Level 5, Unit 6, Page 45 (Act. 3); TE Level 5, Unit 5, Page 41 (Extension)
WL.K12.NH.4.2	Describe aspects of daily life using complete sentences.	SE Level 2, Unit 4, Page 47 (Act. 10); Level 4, Unit 3, Page 29 (Act. 3); Level 5, Unit 1, Page 9 (Act. 12); Level 5, Unit 2, Page 15 (Act. 8); Level 5, Unit 7, Page 56 (Act. 10)

WL.K12.NH.4.3	Describe familiar experiences or events using both general and specific language.	SE Level 5, Unit 8, Page 62 (Act. 7); Level 6, Unit 1, Page 9 (Act. 13); Level 6, Unit 2, Page 13 (Act. 3); Level 6, Unit 7, Page 54 (Act. 7); Level 6, Unit 8, Page 64 (Act. 11); TE Level 4, Unit 3, Page 36 (Act. 6)
WL.K12.NH.4.4	Present personal information about ones self and others.	SE Level 3, Unit 2, Page 16 (Act. 10); Level 4, Unit 4, Page 49 (Act. 11); Level 6, Unit 2, Page 16 (Act. 11); Level 6, Unit 8, Page 62 (Act. 7); Level 6, Unit 8, Page 65 (Act. 12); TE Level 5, Unit 5, Page 41 (Extension)
WL.K12.NH.4.5	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.	SE Level 5, Unit 8, Page 63 (Act. 8 (Ahora tú)); TE Level 5, Unit 4, Page 34 (Presentation Bullet 8); Level 5, Unit 6, Page 50 (Presentation Bullet 4)
WL.K12.NH.4.6	Use verbal and non verbal communication when making announcements or introductions.	SE Level 4, Unit 6, Page 68 (Act. 6); TE Level 4, Unit 5, Page 55 (Act. 5); Level 4, Unit 5, Page 60 (Act. 10); Level 5, Unit 5, Page 38 (Play with a Partner)
WL.K12.NH.6.1	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and co...	TE Level 4, Unit 6, Page 71 (Act. 9, Bullet 3); Level 5, Unit 3, Page 21 (Act. 4, Bullet 3); Level 5, Unit 8, Page 65 (Act. 11, Bullet 3)
WL.K12.NH.6.2	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.	TE Level 4, Unit 6, Page 71 (Act. 9, Bullet 3); Level 5, Unit 3, Page 21 (Act. 4, Bullet 3); Level 5, Unit 8, Page 65 (Act. 11, Bullet 3)
WL.K12.NH.6.3	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food...	SE Level 5, Unit 8, Page 64 (Act. 11); SE Level 5, Unit 8, Page 64 (Act. 9); TE Level 6, Unit 1, Page 5 (Act. 5, Bullet 4); TE Level 6, Unit 3, Page 21 (Act. 5, Bullet 4); TE Level 6, Unit 4, Page 29 (Act. 5, Bullet 3); TE Level 6, Unit 6, Page 45 (Act. 5, Bullet 4)
WL.K12.NH.6.4	Identify cultural artifacts, symbols, and images of the target culture(s).	SE Level 4, Unit 6, Page 73 (Act. 11); Level 5, Unit 8, Page 64 (Act. 11)
WL.K12.NH.7.1	Use vocabulary acquired in the target language to access new knowledge from other disciplines.	SE Level 5, Unit 3, Page 25 (Act. 12); Level 5, Unit 7, Page 52 (Act. 1); Level 6, Unit 7, Page 57 (Act. 12)
WL.K12.NH.7.2	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existi...	SE Level 3, Unit 2, Page 23 (Act. 12); SE Level 3, Unit 3, Page 31 (Act. 5); SE Level 4, Unit 6, Page 68 (Act. 6); TE Level 5, Unit 5, Page 39 (Act. Reinforcement Bullet 2); TE Level 6, Unit 1, Page 7 (Act. Reinforcement Bullet 2); TE Level 6, Unit 2, Page 13 (Extension)
WL.K12.NH.8.1	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target languag...	TE Level 4, Unit 6, Page 71 (Act. 9, Bullet 3); TE Level 5, Unit 3, Page 21 (Act. 4, Bullet 3); TE Level 5, Unit 8, Page 65 (Act. 11, Bullet 3)

WL.K12.NH.8.2	Compare basic sound patterns and grammatical structures between the target language and own language.	SE Level 2, Unit 2, Page 18 (Act. 4); SE Level 3, Unit 2, Page 18 (Act. 4); SE Level 4, Unit 2, Page 18 (Act. 4); TE Level 2, Unit 2, Page 18 (Act. 4, Bullet 8); TE Level 3, Unit 2, Page 18 (Act. 4, Bullet 6); TE Level 4, Unit 2, Page 18 (Act. 4, Bullet 8); TE Level 4, Unit 3, Page 30 (Act. 4, Bullet 2)
WL.K12.NH.8.3	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)	TE Level 3, Unit 6, Page 65 (Act. 2, Bullet 3); Level 4, Unit 6, Page 64 (Act. 2, Bullet 5) Level 5, Unit 4, Page 32 (Act. 11, Bullet 2)
WL.K12.NH.9.1	Use key target language vocabulary to communicate with others within and beyond the school setting.	SE Level 2, Unit 6, Page 73 (Act. 12); Level 4, Unit 6, Page 72 (Act. 10); Level 5, Unit 1, Page 9 (Act. 12); Level 5, Unit 3, Page 21 (Act. 3); TE Level 5, Unit 7, Page 55 (Extension)
WL.K12.NH.9.2	Use communication tools to establish a connection with a peer from a country where the target language is spoken.	TE Level 5, Unit 1, Page 9 (Write an email to a friend); Level 6, Unit 4, Page 33 (Extension); Level 6, Unit 6, Page 49 (Extension)
WL.K12.NM.1.1	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and action...	SE Level 2, Unit 2, Page 21 (Act. 7); Level 4, Unit 4, Page 49 (Act. 11); Level 4, Unit 6, Page 64 (Act. 2); Level 5, Unit 7, Page 53 (Act. 3)
WL.K12.NM.1.2	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated...	SE Level 2, Unit 1, Page 7 (Act. 5); Level 3, Unit 1, Page 7 (Act. 5); Level 3, Unit 4, Page 44 (Act. 6); Level 5, Unit 2, Page 16 (Act. 10); Level 6, Unit 4, Page 29 (Act. 3); Level 6, Unit 4, Page 32 (Act. 11)
WL.K12.NM.1.3	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.	SE Level 2, Unit 2, Page 16 (Act. 2); Level 2, Unit 4, Page 41 (Act. 2); Level 3, Unit 1, Page 4 (Act. 2); Level 6, Unit 2, Page 15 (Act. 9)
WL.K12.NM.1.4	Demonstrate understanding of simple information supported by visuals through a variety of media.	TE Level 3, Unit 3, Page 28 (Act. 1, Bullet 6)
WL.K12.NM.1.5	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.	TE Level 2, Unit 3, Page 38 (Presentation Bullet 5); Level 3, Unit 6, Page 74 (Presentation Bullet 5); Level 4, Unit 5, Page 62 (Presentation Bullet 4); Level 5, Unit 7, Page 58 (Presentation Bullet 5)
WL.K12.NM.1.6	Follow short, simple directions.	SE Level 2, Unit 5, Page 61 (Act. 11); Level 5, Unit 4, Page 30 (Act. 7); TE Level 4, Unit 6, Page 70 (Act. Reinforcement)
WL.K12.NM.2.1	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.	SE Level 2, Unit 1, Page 10 (Act. 8); Level 2, Unit 3, Page 34 (Act. 8); Level 2, Unit 4, Page 43 (Act. 6); Level 2, Unit 5, Page 58 (Act. 7); Level 3, Unit 2, Page 21 (Act. 8)
WL.K12.NM.2.2	Demonstrate understanding of short, simple literary stories.	TE Level 2, Unit 6, Page 70 (Extension Bullet 5); Level 6, Unit 1, Page 5 (Extension Bullet 2); Level 6, Unit 4, Page 29 (Extension Bullet 3)

WL.K12.NM.2.3	Demonstrate understanding of simple written announcements with prompting and support.	SE Level 3, Unit 6, Page 69 (Act. 7); Level 3, Unit 6, Page 69 (Act. 8); Level 4, Unit 5, Page 58 (Act. 8)
WL.K12.NM.2.4	Recognize words and phrases when used in context on familiar topics.	SE Level 2, Unit 2, Page 24 (Act. 11); Level 2, Unit 4, Page 45 (Act. 8); Level 2, Unit 6, Page 70 (Act. 8); Level 3, Unit 3, Page 32 (Act. 7); Level 5, Unit 5, Page 36 (Act. 2); Level 5, Unit 7, Page 57 (Act. 11)
WL.K12.NM.3.1	Introduce self and others using basic, culturally-appropriate greetings.	SE Level 2, Unit 1, Page 5 (Act. 3); Level 3, Unit 4, Page 41 (Act. 3); Level 5, Unit 1, Page 5 (Act. 3); TE Level 5, Unit 1, Page 4 (Presentation)
WL.K12.NM.3.2	Participate in basic conversations using words, phrases, and memorized expressions.	SE Level 2, Unit 1, Page 8 (Act. 6); Level 2, Unit 5, Page 57 (Act. 6); Level 4, Unit 1, Page 5 (Act. 3)
WL.K12.NM.3.3	Ask simple questions and provide simple responses related to personal preferences.	SE Level 4, Unit 1, Page 13 (Act. 11); Level 5, Unit 3, Page 23 (Act. 9); Level 5, Unit 5, Page 37 (Act. 3)
WL.K12.NM.3.4	Exchange essential information about self, family, and familiar topics.	SE Level 3, Unit 4, Page 48 (Act. 11); Level 5, Unit 3, Page 21 (Act. 3); Level 5, Unit 3, Page 22 (Act. 6); Level 5, Unit 6, Page 45 (Act. 4); TE Level 3, Unit 6, Page 67 (Extension)
WL.K12.NM.3.5	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.	SE Level 2, Unit 1, Page 12 (Act. 11); Level 2, Unit 3, Page 32 (Act. 6); Level 3, Unit 3, Page 29 (Act. 3); Level 3, Unit 6, Page 70 (Act. 9); Level 4, Unit 6, Page 68 (Act. 6); SE Level 5, Unit 8, Page 62 (Act. 7)
WL.K12.NM.3.6	Use appropriate gestures, body language, and intonation to clarify a message.	SE Level 5, Unit 4, Page 30 (Act. 7); TE Level 2, Unit 6, Page 66 (Act. 4, Bullets 4, 5); TE Level 3, Unit 1, Page 9 (Act. 8, Bullet 5); Level 5, Unit 1, Page 9 (Act. 12, Bullet 2); Level 5, Unit 5, Page 40 (Act. 11, Bullet 2)
WL.K12.NM.3.7	Understand and respond appropriately to simple directions.	SE Level 2, Unit 5, Page 61 (Act. 12); TE Level 4, Unit 6, Page 68 (Act. 6, Bullet 4); Level 4, Unit 6, Page 70 (Reinforcement)
WL.K12.NM.3.8	Differentiate among oral statements, questions, and exclamations in order to determine meaning.	SE Level 2, Unit 6, Page 66 (Act. 4); TE Level 2, Unit 6, Page 66 (Act. 4, Bullets 4, 5); Level 6, Unit 4, Page 29 (Act. 5, Bullet 2)
WL.K12.NM.4.1	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.	SE Level 2, Unit 2, Page 20 (Act. 6); Level 2, Unit 5, Page 54 (Act. 3); Level 5, Unit 4, Page 29 (Act. 3)
WL.K12.NM.4.2	Present personal information about self and others.	SE Level 2, Unit 2, Page 20 (Act. 6); Level 2, Unit 2, Page 24 (Act. 11); Level 3, Unit 1, Page 9 (Act. 8); TE Level 5, Unit 1, Page 7 (Extension)
WL.K12.NM.4.3	Express likes and dislikes.	SE Level 2, Unit 4, Page 41 (Act. 3); Level 2, Unit 4, Page 44 (Act. 7); Level 6, Unit 5, Page 41 (Act. 12); TE Level 3, Unit 3, Page 36 (Extension); Level 3, Unit 4, Page 46 (Act. Reinforcement); Level 4, Unit 5, Page 61 (Extension)
WL.K12.NM.4.4	Provide an account of daily activities.	SE Level 2, Unit 3, Page 36 (Act. 11); Level 2, Unit 5, Page 59 (Act. 8); Level 5, Unit 2, Page 15 (Act. 8); Level 5, Unit 2, Page 17 (Act. 13)

WL.K12.NM.4.5	Role-play skits, songs, or poetry in the target language that deal with familiar topics.	SE Level 5, Unit 2, Page 13 (Act. 3); TE Level 3, Unit 4, Page 40 (Act. 2); Level 4, Unit 5, Page 55 (Act. 5, Bullet 7); Level 6, Unit 1, Page 4 (Act. 2, Bullet 4); Level 6, Unit 2, Page 18 (Presentation Bullet 7)
WL.K12.NM.4.6	Present simple information about a familiar topic using visuals.	SE Level 2, Unit 2, Page 17 (Act. 3); SE Level 2, Unit 2, Page 24 (Act. 11); SE Level 2, Unit 6, Page 68 (Act. 6); SE Level 4, Unit 3, Page 37 (Act. 12); TE Level 6, Unit 5, Page 40 (Extension)
WL.K12.NM.5.1	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.	SE Level 4, Unit 3, Page 37 (Act. 12); SE Level 5, Unit 1, Page 9 (Act. 12); TE Level 5, Unit 5, Page 39 (Extension)
WL.K12.NM.5.2	Fill out a simple form with basic information.	SE Level 3, Unit 1, Page 9 (Act. 8); SE Level 3, Unit 6, Page 69 (Act. 7); TE Level 2, Unit 5, Page 59 (Extension Bullet 2)
WL.K12.NM.5.3	Write simple sentences about self and/or others.	SE Level 2, Unit 2, Page 24 (Act. 11); SE Level 2, Unit 3, Page 37 (Act. 12); SE Level 4, Unit 3, Page 35 (Act. 10); SE Level 5, Unit 2, Page 13 (Act. 4); TE Level 3, Unit 3, Page 36 (Extension)
WL.K12.NM.5.4	Write simple sentences that help in day-to-day life communication.	SE Level 3, Unit 6, Page 73 (Act. 12); SE Level 6, Unit 1, Page 7 (Act. 9); TE Level 4, Unit 3, Page 33 (Extension); TE Level 6, Unit 1, Page 6 (Act. 7, Bullet 3)
WL.K12.NM.5.6	Pre-write by drawing pictures to support ideas related to a task.	SE Level 6, Unit 2, Page 17 (Act. 13); TE Level 5, Unit 2, Page 17 (Extension); TE Level 6, Unit 9, Page 71 (Act. Reinforcement)
WL.K12.NM.5.7	Draw pictures in sequence to demonstrate a story plot.	TE Level 3, Unit 6, Page 74 (Presentation Bullet 9); TE Level 5, Unit 2, Page 15 (Extension Bullet 2); TE Level 6, Unit 1, Page 5 (Extension Bullet 2)
WL.K12.NM.6.1	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)	SE Level 2, Unit 1, Page 4 (Act. 1); SE Level 4, Unit 1, Page 4 (Act. 1); SE Level 4, Unit 6, Page 73 (Act. 11); TE Level 3, Unit 5, Page 63 (Summary); TE Level 3, Unit 6, Page 65 (Act. 2, Bullet 3)
WL.K12.NM.6.2	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s)...	SE Level 4, Unit 6, Page 73 (Act. 11); TE Level 3, Unit 6, Page 65 (Act. 2, Bullet 3); TE Level 6, Unit 6, Page 49 (Extension)
WL.K12.NM.6.3	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.	SE Level 2, Unit 1, Page 4 (Act. 1); SE Level 2, Unit 2, Page 16 (Act. 1); SE Level 2, Unit 3, Page 28 (Act. 1); SE Level 3, Unit 1, Page 4 (Act. 1); SE Level 3, Unit 1, Page 12 (Act. 11); TE Level 6, Unit 4, Page 29 (Extension Bullet 3)
WL.K12.NM.6.4	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).	SE Level 4, Unit 6, Page 73 (Act. 11); SE Level 5, Unit 4, Page 32 (Act. 11); SE Level 5, Unit 8, Page 64 (Act. 10); SE Level 6, Unit 1, Page 5 (Act. 5); TE Level 3, Unit 1, Page 13 (Act. 12); TE Level 5, Unit 3, Page 26 (Presentation, Bullet 4)

WL.K12.NM.7.1	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.	SE Level 2, Unit 1, Page 12 (Act. 11); SE Level 5, Unit 4, Page 32 (Act. 10); SE Level 5, Unit 6, Page 44 (Act. 2); SE Level 5, Unit 9, Page 73 (Act. 12); TE Level 5, Unit 3, Page 25 (Extension)
WL.K12.NM.7.2	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.	SE Level 5, Unit 3, Page 25 (Act. 13); SE Level 5, Unit 6, Page 47 (Act. 9); SE Level 5, Unit 9, Page 70 (Act. 7); TE Level 6, Unit 6, Page 49 (Extension)
WL.K12.NM.8.1	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.	TE Level 2, Unit 2, Page 16 (Presentation Bullet 2); TE Level 3, Unit 4, Page 46 (Act. 2, Bullet 4); TE Level 5, Unit 1, Page 9 (Extension Bullet 1); TE Level 5, Unit 4, Page 28 (Presentation Bullet 3)
WL.K12.NM.8.2	Recognize true and false cognates in the target language and compare them to own language.	TE Level 3, Unit 1, Page 5 (Act. 2, Bullet 6); TE Level 4, Unit 1, Page 14 (Act. 2, Bullet 3); TE Level 5, Unit 4, Page 28 (Presentation Bullet 3)
WL.K12.NM.8.3	Identify celebrations typical of the target culture and ones own.	TE Level 3, Unit 6, Page 64 (Presentation Bullet 3); TE Level 5, Unit 7, Page 57 (Extension Bullet 2); TE Level 6, Unit 6, Page 49 (Extension)
WL.K12.NM.9.1	Use key words and phrases in the target language to participate in different activities in the school and community settings.	SE Level 3, Unit 1, Page 13 (Act. 12); SE Level 5, Unit 7, Page 57 (Act. 12); TE Level 4, Unit 1, Page 13 (Extension); TE Level 6, Unit 6, Page 49 (Extension); TE Level 6, Unit 9, Page 74 (Presentation Bullet 6)
WL.K12.NM.9.2	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.	TE Level 6, Unit 4, Page 29 (Extension Bullet 3); TE Level 6, Unit 6, Page 45 (Extension); TE Level 6, Unit 6, Page 49 (Extension); TE Level 6, Unit 7, Page 53 (Extension)
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	SE Level 3, Unit 5, Page 56 (Act. 6); SE Level 4, Unit 1, Page 13 (Act. 11); TE Level 3, Unit 4, Page 43 (Presentation Bullet 2); TE: Page VI